

**RUNNING HEAD: BACKWASH EFFECT OF SSC AND HSC EXAMINATIONS: FOCUS
ON LISTENING AND SPEAKING SKILLS**

**Backwash effect of SSC and HSC Examinations: Focus on Listening and Speaking
Skills**

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ABSTRACT

Exam is one of the major influential factors on learning outcome. It encourages students to practice more on specific skills, topics or subject of assigned curricula of an exam. According to Skinner (1957) language learning is similar to learning a behavior where learner needs to have a proper stimuli and operant conditioning. Here, for students exam work as one of the most prominent stimuli (driving force to reinforce) to work harder (Heaton, 1976). When achievement tests like SSC and HSC exam exclude speaking and listening skills it encourages students as well to not to practice or overlook those skills from learning. However, researcher selected two target groups of people to collect data; those are college teachers and intermediate level students. To collect data from teachers on this issue, researcher used a set of questionnaire along with face to face interview. On the other hand, researcher only used survey questionnaire for students to collect data from them. From the findings, it is found that, both groups of participants pointed that faulty exam is the reason for students lack of practice and consequently poor proficiency level in speaking and listening. They believed that if there were exams on those skills, students would have practiced more those skills. Moreover they mentioned education ministry and educational institutes' involvement can resolve the problem. However, from the findings analysis it can be recommend that education ministry should include speaking and listening in all public exams and make it mandatory for all schools and colleges to include those skills in their institutional exams. On the other hand teachers can make mandatory use of English language in class as well as outside the classes. Moreover, institute can arrange classes for those skills. Lastly, involvement from parents, relatives and friends in encouraging students to practice those skills can bring the change very swiftly.

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Chapter 1

INTRODUCTION

1.0 Introduction

Our education system is very exam oriented; if a child wants to get admitted to a nursery school to study s/he has to sit for an exam. From the exam's result, it will be decided that whether s/he is eligible to study there or not. Parents and house tutors search for a syllabus of the admission test and follow the syllabus as the Bible or Quran to get success. Thus, from the very beginning of a child's life s/he gets prepared for passing lots of exams for the rest of his/her life by strictly following exam syllabus. However it can be said that we were taught to fear or pay highest attention to different exams and its syllabus. The compact syllabus and shortage of time often do not let us think about the validity of the syllabus, whether it includes all content that it should include or not. The frightening thing is if a syllabus excludes an important content of a subject that content remains unlearned or not taught; the same consequence is found in case of SSC and HSC exam and its syllabus. Two basic skills are excluded from English subject which are Listening and speaking. Thus teachers do not try to teach speaking and listening in classes rather they only focus on other two skills which will be assessed in the exams. On the other hand students also run for good grades by following syllabus without paying attention to outside syllabus.

The effect of exam or assessment on teaching and learning situation is mainly denoted as "washback" or "backwash" (Davies, 1968; Alderson, 1986; Morrow, 1986; Pearson, 1988; Hughes, 1989; Morris, 1990). Exam or assessment has both positive and negative effects on classroom teaching, learning and also on the whole society in a broader scale. Ebel (1979:23,

quoted in Khaniya), 1990b, claims that it is common practice for students to work harder when they know that they are going to have exams than when they do not. This common practice clearly indicates the value of assessments or exams in motivating students to study or learn something. Topics which are less frequent in exam might be taken as less important to students and teachers as well. This feeling might somehow provoke to erase those topics from teaching list as well as learning list. In our country we start learning English from the very beginning of our school entry but unfortunately many of us do not acquire its all four skills even after completing 12 years of our school & college education on the very subject “English”. One of the major reasons behind this might be assessment process. Generally Bangla medium school and colleges do not offer assessment on speaking and listening skill thus teacher do not pay attention on those skills too. There are no requirements of these skills in the exam situation so students do not find any importance to practice it. Besides, in our country there is not much areas where a student of secondary or higher secondary level can do practical use of speaking skill that much. Many research found that motivation is one of the powerful factors that foster learning. Pintrich and Schunk (1996) define motivation as "the process by which goal-directed behavior is instigated and sustained" (as cited in Brooks and Shell pg.18, 2006). So it Motivation is a process through which behavior mainly aim directed behavior is activated. According to Jordan (1952) learning is more rapid when the learner observes “that what is being learned is significant to him, forwards his aims, and helps him to approach a goal which seems to him important” (p. 76). Thus we can say our exam system might be a demotivating factor to students to learn and practice speaking which is not only hampering student’s true potential of acquiring that skill but also creating a broader effect on the society. In my paper I will try to show how exam system of SSC and HSC is responsible to have lack English speaking fluency among students.

1.1 Problem statement:

In our country most of the students who completed their HSC level are still struggling with speaking and listening skills of English language (as cited in Imam, 2005). It hampers their future higher studies as well as getting good job later on. However, in our country English is included as a compulsory subject from the very beginning of primary school but very few students learn two very important skills which are speaking and listening of English language at the same pace. Here two skills were focused mainly and other two were marginalized for both teaching and learning. .When the purpose of learning a language is only passing the exam then students are likely to focus on only those topics which are possible to appear in the exams or assessments. This phenomenon of valuing topics which are mainly assessed is described by McEwan (1995), as what is assessed becomes what is valued, which becomes what is taught. Thus we see a shortcut way of having good grades in the assessment and eliminating topics which were not generally assessed. It is more likely grading topics based on the possibilities to appear in exam. Another view on this grading is curriculum following. There is a huge pressure in following all curriculum needs within the allotted time thus teacher do grading topics (as cited in Afrin 2013). According to Biggs (1995 p.5) it is assessment which leads to institutional learning and “the quickest way to change students learning is to change assessment system” (Elton & Laurillard, 1979, p. 100; see also Crooks, 1988; Frederiksen & Collins, 1989)

1.2 Purpose of the study

The purpose of this study is to find out the reason behind the failure of learning listening/speaking skills even after HSC level and find out possible solution to the problem.

1.3 Central question

Throughout the study, I will try to find these questions mentioned below as central question of the paper:

1. Is there any correlation between public exams (SSC and HSC) and students' poor proficiency level in speaking and listening?
2. What are the possible ways to solve the problems?

1.4 Significance of the study

This study is very important because it is dealing with one of the major problems of Bangladeshi secondary and higher secondary exam system. It is trying to find out the possible solution to make students more fluent in speaking and listening skills of English language within their Higher Secondary level. So, education ministry might get help from this study to implement a better assessment system to educate student more fruitfully. Teacher and parents also get valuable insight to give students a purpose to learn those skills. Moreover both teacher and students can implement these research findings for better teaching and learning situation. Besides, there are very few researches have been conducted on this topic thus new researchers can use this study as an authentic piece of literature for further study. If this study's output were utilized properly the society will get more competent user of English language for future job market which will help the overall economy as well.

1.5 Delimitation:

The research is conducted on intermediate level students and college level teachers from different parts of Bangladesh. The survey basically conducted in Dhaka city, Narail, Jessore,

Gopalganj, Cumilla and Rangpur area which are chosen based on researcher's convenience. Here her target group of students are basically fresher's of different universities and HSC examinee of different colleges. Moreover, she tried to conduct the survey of teachers of English department or who teaches English mainly. So that they can relate their language teaching experience with language assessment system's problems.

1.6 Limitation:

Not much research has been done on backwash effect of assessment system of Bangladesh on speaking and listening skills thus, it is mainly depends on different research conducted internationally. So, this study should be considered as a primary research on this topic in our context. The time allotted for this study was very limited. Besides, though all collected data are from different colleges of and only Dhaka based private universities thus these study exclude a large number of public universities as well as private universities from all over the country. If there were more time, more data would be collected for getting more representative information about the overall assessment outcome in speaking and listening in Bangladesh. However, I tried to see the collected data from different angle and tried to analyze those as deeply as possible to get an appropriate idea about the situation.

1.7 Operational definition

SSC= Secondary School Certificate

HSC= Higher Secondary Certificate

Intermediate level students = HSC examinee and recently HSC passed students

Stimuli =driving force to reinforce in doing something

Chapter 2

LITERATURE REVIEW

2.0 Introduction

English is an international language thus no matter what the mother language of a country is and how different it is from English language, people prefer to learn it in most of the countries of the world. The term Globalization or inter countries exchange, trade, commerce and relationship might increased the importance of learning this language in a great way. Similar to other countries Bangladesh also give importance in learning this international language. Thus from the very beginning of our primary education we start learning this language from our schools and other educational institutes. Here, English is a compulsory subject for each classes of our school and college level. Unfortunately though it is a compulsory subject till higher secondary level very few students learn two very important skills (listening & speaking) of this language properly even after 12 years of compulsory learning. To get more information about the reason behind the failure of learning especially listening and speaking skills of English language as second language, the most prominent reason and also possible solution I tried to gather some past research findings on similar issues to this study.

2.1 Definition of washback or backwash:

Presently washback is a commonly used term in applied linguistics, which refers to the influence of testing on teaching and learning (Biggs, 1995). The term is rarely found in normal dictionaries. However, the word backwash can be found in some certain dictionaries and is

defined as “undesirable condition, that continues long after that event which caused it” by the free dictionary, and “the unwelcome repercussions of some social action” by the New Webster’s Comprehensive Dictionary. There are some other dictionaries too where similar kind of negative connotation is given for the term backwash or washback. On the other hand many researcher and scholar of applied linguistics referred backwash or washback as an effect of tests in teaching and learning situation, the effect might be positive or negative both (as cited in Cheng,2008)

2.2 English language competence among students in Bangladesh

Most of the student in Bangladesh has poor proficiency level in speaking and listening in contrast to reading and writing. A survey, published in The Daily Star(2002) found that the average English language skill level of university students is comparable to the Grade 7 standard (as cited in Imam,2005). Another study on the students of class 11 and 12 in Dhaka City found that less than one in five students scored well in all the language skills. It is also found that girls performed much less well than boys. Found result on students proficiency level in different skills is as follow: 58% on ability to write independently; 40% on comprehension of a passage of reading; 19% on ability to use sentence patterns; 9% on ability to recognize words (as cited in Imam, 2005).

2.3 Importance of assessments

Imam (2005, p.477) mentioned that simply proving classes does not ensure communicative competence in English. There are some other factors that influence successful

learning. Different research has been conducted to find out factors that have great influence on students learning outcome. Among those researches a good number of researches show that assessment has great influence over students learning outcome. For example, according to Biggs (1995) assessment leads to institutional learning, moreover, Elton & Laurillard (1996) argues that the quickest option to change students learning outcome is to change assessment system first. In addition, Heaton in his book (1976) claims that test act as a driving force to reinforce learning as well as student's motivation. According to Hughes (2003), if a test do not measure what it is supposed to measure, it is likely to have a harmful backwash effect on the overall education system as well as on the society.

2.4 Assessments outcome or achievements

According to Cole (cited in Watkins, 2005) there are two basic conception of achievement; one is quantitative and another is qualitative. Here quantitative view is basically characterized as accumulation of discrete basic skills and facts. Whereas qualitative view is characterized as mastering higher order skills and advanced knowledge. It is argued that it is a common practice to encourage our teachers to apply assessment methods that are more appropriate for quantitative approach by the administration (Biggs, 1996; Crooks, 1998). Hence, previous research on Backwash effect clearly shows that this kind of methods actually encourage students to adopt superficial surface learning instead of in-depth learning. Keeping this in mind it can be said that when a different approach of assessment can shape students learning so intensely it might has great impact on learning when it skip some skills from assessment.

2.5 Modification of curricula and students' behavior

According to Madaus (as cited in Frederickson, 1989) high stake exams influence educational institute or overall educational system to modify to get good score in the exam. For example, if high stake exams emphasize on certain skills then educational institute as well as students and other stakeholder of that educational setting will focus on those particular skills. The education system will modify its curricular to bring good scores from its students. “The system adjusts its curricular and instructional practices, and students adjust their learning strategies and goals, to maximize the scores on the tests used to evaluate educational outcomes, and this is particularly true when the stakes are high” (Corbett & Wilson, 1988).

2.6 Tests and motivation:

There are some evident research which found a great relationship between test's system and learners' motivation to learn. According to Ebel (quoted in Khaniya, 1990), it is a common practice for students to work harder when they know that they are going to have exams than when they do not. This common practice clearly indicates the value of assessments or exams in motivating students to study or learn something. Moreover, some teachers report that there is a divergence between the curricula and the assessment system regarding the receptive skills of speaking and listening proficiency in Bangladesh. Although these two skills are integral parts of communicative approach, there is no prerequisite for testing them in assessment system, this leads to a consequence of lack of student's motivation in acquiring these skills (as cited in Kabir, 2012).

2.7 SSC and HSC tests type -achievement test:

Achievement or attainment tests are formal tests which have been designed to show mastery of a particular syllabus for example-end of year test, school leaving test, public tests etc (Heaton, 1976). According to Hughes (2003, pp.13), Achievement tests are directly associated to language course. Their purpose is to find out how successful individual students, group of students, or the courses themselves have been in achieving goals. There are two types of achievement tests, that are-

I. Final achievement tests:

These kinds of tests are generally taken place at the end of a course or study. They may be written and administered by education ministries, official examining boards, or by members of teaching institutions. All the content of the tests must be related to the courses with which they are concerned (Hughes, 2003, pp.13)

2. Progress Achievement Tests

This type of tests is designed to test students' progress on certain course (Hughes, 2003, pp.14).

2.8 Education and assessment system in BD

According to Abedin (2009), though CLT is applied in our schools and college curricula from a long time, it remains in curricula in theory format for some specific reasons. He also mentioned the avoiding tendency of listening skills lasts even in tertiary level of education thus students face problems in understanding lectures properly. Majid (2007, p 1) claims that, in Bangladesh there is no evidence of taking tests on speaking and listening skills either in SSC, HSC or any other public examinations (as cited in Afrin, 2013). Hanumantharao (2011) expressed his concern about the defective assessment system of language teaching in ESL and

EFL setting areas or countries. It is easy to predict what are the questions can appear in the exam from previous assessment's question. Moreover there is no system of taking test on speaking skill. So, students can easily discard "speaking" from the syllabus (as cited in Kabir, 2012).

2.9 Teaching speaking

A study on 52 Bangladeshi university teacher's view on teaching shows that the most difficult skill to teach is speaking (as cited in Kabir, 2012). However, they were asked a question that "which language skill you found most difficult to teach." In response 29 of them answered that "teaching speaking skill is most difficult for them.

Chapter 3

METHODOLOGY

3.0 Introduction

This chapter basically illustrates the method that has been applied to conduct the study. First of all it contains a brief explanation of the research design of the study. Moreover, it has the theoretical framework, instrumentation, data collection and analysis procedure. However, it also contains justifications of samples and setting of the study.

3.1 Research design

In this study, the researcher tried to use eclectic methods (both qualitative and quantitative questions) for data collection and analysis from different participants and sources. “Mixed methods research is a research design (Or methodology) in which the researcher collects, analyzes and mixes (integrates or connects) both quantitative and qualitative data in a single study or a multiphase program of inquiry” (as cited in Zarin, 2014, p. 24). Mixed method or eclectic method actually helps not to pass by any possible way. It provides a larger view of the matter from most of the possible ways. Moreover, through quantitative method many questions are impossible to answer. For example: what would be your suggestion to increase the student’s proficiency level in speaking English. On the other hand answering a lot of qualitative questions might seem annoying to respondents, but through qualitative question’s answer a researcher can get more insight to analyze the situation. Thus a combination of both types of questions might be a possible solution to those problems. It is claimed that, a good number of researchers are using

this mixed method to conduct their data collection and analysis process (as cited in Zarin, 2014, p. 24). However, the researcher tried to collect data from both teachers and students to understand both stakeholders' perspective on the related matter. Thus the researcher tied to set related but different questionnaire for those participants. The collected data were represented in excel and other methods of representation (e.g. Graph, pie chart).

3.2 Theoretical framework

In Bangladesh we observe an absence of two basic English language skills in all public exams significantly in SSC and HSC. According to Skinner (1957) language learning is similar to learning a behavior where the learner needs to have a proper stimulus and operant conditioning. Here, for students exam work as one of the most prominent stimuli (driving force to reinforce) to work harder (Heaton, 1976). This absence of two particular skills of English language in the exam syllabus might create a scenario of less or not motivated learners to learn those skills. The ultimate result of lack of motivation might leads to lack of practice and consequently poor proficiency level on those skills. However, not many researches have been found on this very important topic in Bangladeshi context. There are very few resource have been found on students and teacher's saying on this particular issue of faulty exam system where speaking and listening is excluded. Therefor this study is done to bring out Bangladeshi college graduate (HSC pass) students and college level teachers perspective regarding the current public exam system. Here skinner's (1976) behaviorist theory along with Vygotsky's (1978) social constructivism theory has been used to analyze collected data. However the consequence of this faulty exam system is more acute in suburban areas than urban areas. In the village or less

developed area the scope of becoming self-motivated to practice speaking and listening is very limited because of the environment. However, it is claimed that if someone wants to change the behavior or output of his students he should change the assessment system because that will bring the fastest change (Elton &Laurillard, 1996).

3.3 Sampling

The study focuses on college level English language teachers from different colleges of Dhaka city, Narail, Jessore and Magura districts. 14 colleges were chosen based on researcher's convenience to collect data where 9 colleges are from Dhaka city and other 7 colleges are from Narail, Jessore and Magura districts. At least 2 teachers interview and survey were conducted from each college. . On the other hand another group participant of this study is SSC and HSC passed students. To collect data from those students the researcher went to different colleges and Universities. From universities the researcher collected data from fresher students who recently passed their HSC exam. On the other hand from colleges' researcher collected data from recently SSC passed students. Besides, at least 10 students survey were conducted from each institutes. It was made sure that students understand the entire survey questionnaire by adding Bangla translation of those questions beside each question. Moreover the researcher helped them to understand the question and given option. There were no oral interview session with students but in the survey questionnaire students were encouraged to write their comments if they had any.

3.4 Setting

The survey of students was mostly done in an informal setting. Researcher tried to get the target fresher students with the help of previously known or appointed person within the university campus. Thus, students felt free and relaxed to some extent in response in the survey in front of their known figure. In all cases none of those students were previously known about the survey and the environment was friendly enough thus we might assume that the given data were not made up or influenced by others.

Besides, the survey of teacher of different colleges was conducted in more formal settings than students. Thus the data given by those teachers were slightly influenced by the formal setting. However, most of the teachers were very much interested about the research topic thus eventually they gave a lot of data in their interview session. It took more or less 15 minutes to take interview of each teacher. The interview was held along with the survey. When teachers were writing their answer on survey questionnaire researcher asked them different related question orally in informal or conversational setting.

3.5 Instrumentation

To collect data from teachers the researcher used a set of questionnaire along with face to face interview session as instruments. In the questionnaire set the researcher tried to keep every questions answer open ended. Though there are some options given under most of the questions, researcher kept space for writing comment if those participant teachers had any. There are few subjective questions at the end of the teacher's questionnaire set. Teachers were asked to answer those questions from their own perception and understanding without any option provided by the

researcher. Question no 1 to 4 out of 13 questions were asked to find first central research question's answer, which is "why students of Bangladesh do not practice Speaking and listening to become proficient on those skills during their SSC and HSC level". Questions 5 to 8 were asked to find second central question which is, "does exam system plays any crucial role there?" Finally, last 9-13 no questions were asked to find last central research question which is basically to find the possible solutions to the target problem. However, to have a record of researcher's interview session with teachers she took notes on a notebook without recording the interview to keep the teacher normal or not so aware about the setting. Researcher tried to get as much data as possible throughout different parts of the country, thus she took help of internet and parcel service to deliver the questionnaire set to target group of people living different parts of the country. Some teacher sent their response via e-mail as researcher attached her question to them via e-mail.

On the other hand, researcher used a set of questionnaire for students as an instrument to collect data from them. Among 16 survey questions 15 questions provided options to answer from and 1 question was without option and given for collecting their subjective opinion. Tough first 15 questions were more like objective questions to answer with given options, researcher encouraged students to give additional comment if they had any. However, Among 16 questions first 1 to 8 no questions were asked to find out first research question's answer. Questions 9 to 4 were asked to find second research question and last two questions of the questionnaire set were asked to find last research question's answer. In most of the cases researcher were physically present to collect data from students but in some cases researcher's friends and family members helped her to conduct the survey for her with their known target students.

3.6 Data collection procedure

To collect data researcher firstly tried to decide on different target groups, who are directly or indirectly related to the topic of the study and chose college level teacher and students (both college and university) as target groups. There are number of colleges around Dhaka city and most of other districts of Bangladesh thus it was an advantage for the researcher to collect more data. However, we know that in our country English is a compulsory course for both school and college level education. Thus it was previously known to the researcher that all college has at least one English teacher for their students. To collect data, researcher initially went to different college's authorities along with the recommendation letter to get permission of taking interview and survey of their teachers and students. Some institute gave instant permission to conduct the survey and some institute gave appointment on their preferred date and time. Those who gave appointment on next preferred date researcher made a list of them along with date and time to not to forget or miss the schedule. However, after receiving permission from some randomly selected college of Dhaka city researcher went there to conduct the survey. Moreover, researcher went to her home town to collect data from there. To make the procedure prompt she sent recommendation later beforehand to her father and other relatives to contact with the authorities to get permission before she arrives. Thus in most of the cases she got the permission to conduct the survey through her relatives. On the other hand, for shortage of time she took help from her family and friends to conduct the survey for her to many places. To get fresher students researcher along with her acquaintances went to different universities cafeteria where students mostly remain free. Then they tried to find out fresher students and approach them the survey questionnaire to fill. On the other hand, in most of the colleges the authority gave the researcher permission to choose random students during their leisure period. In most of the school

researcher got the chance to conduct instant survey but in some colleges she has to take appointment one day ahead to conduct the survey. Besides in some universities and colleges researcher did not have to go physically rather her acquaintance went there who is a student of that university. Besides, she contacted her previous college where she studied and sent her teacher a copy of survey questionnaire to answer for her through e-mail.

On the other hand, researcher went to different Bangladeshi private universities in Dhaka to conduct survey of HSC passed fresher students. To do so researcher doesn't need take permission from the authorities in most of the cases because it was held in informal setting like in their cafeteria or somewhere where most of the students of any particular university hangout for chit chat. Researcher approached them and explained the reason to conduct the survey to convince them. In most of the cases students were convinced enough to participate in the survey. In some cases researcher's friends helped her to conduct the survey where they are studying or they have acquaintances.

3.7 Data analysis procedure

At first teachers data were analyzed both in qualitative and quantitative way. To do so, data from 36 teachers were analyzed. After that, those data were tabulated and then results were presented in a descriptive manner. The tabulated data has been shown in appendix – 3.

On the other hand, data from 135 students were analyzed in both qualitative and quantitative manner. Firstly those data were tabulated in excel with findings and then analyzed in a descriptive manner. The tabulated data has been shown in appendix -4.

3.8 Obstacle encounter:

First of all, many college authorities were not that welcoming to outsider to conduct a survey on their teachers and students. To make them convince researcher had to make them understand that the survey is not on any institute or its performance rather it is about a social & educational problem that is happening for the faulty public exam system of our country. Moreover, researcher assured them that all the collected data will be anonymous and not be used for any other purpose. Even though some institute didn't allow the researcher to conduct the survey in her presence but the authority conducted the survey for her and handed her over the collected data in a different assigned data. Thus the researcher could not conduct face to face interview session with many teachers.

Chapter 4

FINDING

4.0 Introduction

This chapter is to illustrate and analyze the collected data from intermediate level students and their teachers to examine the effect of public exams system to learn speaking and listening in Bangladeshi context. Teachers from different colleges were surveyed and interviewed based on some questions for the study and the answers are shown in tabular format in appendix 3. However, the findings from those questions answer will be discussed in this chapter. Similarly, intermediate level students were surveyed based on a set of questionnaire for the study and the answer is shown in tabulated manner in appendix 4. Here, in this chapter the findings from students' response will also be discussed

4.1 Findings from teachers' response

The teacher's survey questionnaire basically consists of 13 questions. However the informal interview consist more related questions based on their responses. The responses of 34 teachers of different colleges from different parts of Bangladesh were not all same. There are some similarities in their input as well as differences.

In question no 1, 20 out of 36 teachers (55.5%) think that, no exam on speaking and listening is one of the major reason to have poor proficiency level in speaking and listening among students. On the other hand 10 teachers out of 36 (38%) think that, lack of practice is the major reason of students' poor proficiency level in speaking and listening. Among all the

teachers' who participated in the survey only 6 teachers marked teachers lack of expertise as the main reason for students' poor proficiency level in speaking and listening. So, from the responses it can be said that exam plays a vital role in shaping students proficiency level.

In question 2, it can be seen that the majority of the teachers (38.8%) identified absence of exam as the reason for lack of motivation to practice speaking among students. 15 teachers out of 36 also mentioned in their interview session that absence of exam not only reduces students' motivation but also teachers', to practise speaking skill. On the other hand, 11 out of 36 teachers which are 30.6% think that as there is no practical use of speaking outside the class during intermediate level, is the main reason for students' poor proficiency level. Among the teachers, 5 teachers think that less availability of peers to practice speaking is the most prominent reason for students' poor proficiency level. 2 teachers in their interview mentioned that families do not encourage their children to practice speaking thus they do not feel motivated to practice the skill.

In question no 3, Among 36 teachers 14 teachers marked upcoming exam as most influencing factor that leads students to work hard. Besides, another 14 teachers marked grades or result as motivating factor to work harder for students. Rest of the 8 teachers among 36 marked teacher's encouragement as the most influencing factor for students to practice and work harder. No teacher marked self-satisfaction as a factor to work hard for students rather they said that nowadays the main goal of education is not learning rather earning a certificate so exams or output of exams are the main factor that influence students.

In response to question 4, majority of the teachers (20 out of 36) were agreed to the statement that students tend to work harder when they have exams than when they do not have any. 14 teachers strongly agreed (38.8%) to the statement and another 2 teachers disagreed to

the statement. So, from the majority of the teachers' response we can assume the importance of exams in students' life.

In question no 5, it is found that 34 out of 36 teachers which is 94.4% marked yes to the question that, whether students do more practice of reading and writing skills because those are included in all exams or not. Only 2 teachers marked no to the questions answer. From the majority of positive response to the question illustrates the importance of exam system very much.

In response to question 6, 34 teachers out of 36 (94.4%) marked agree and strongly agree to the statement that students do not practice speaking and listening because those are not included in their exams. Here 17 teachers marked agree and 17 teachers marked strongly agree to the statement. Another 6.6% or 2 teacher marked "disagree" to the statement. From the response of this quantitative question along with interview question, again it can be said that when students have exam they tends to work harder and when they do not have any they do not.

In response to question no 7, majority of the teachers mentioned that they do not teach speaking and listening because those are absent in all public exams. Among 36 teachers 20 teachers said that they do not teach speaking and listening because those are not included in any public exam. In an interview they said that they would have taught speaking and listening to their students if those skills were included in public or institutes exam. Another large group of 12 teachers out of 36 teachers marked that, they do not teach those skills because those are not included in syllabus. However, two teachers marked lack of teachers' expertise on speaking and listening skills thus they do not try to teach those skills rather they try to avoid them. Moreover, 2 teachers wrote "lack of favorable atmosphere" in the given blank space for other option.

However, from the above mentioned response it is clear that in Bangladeshi context the absence of those skills from institutional syllabus and public exams' syllabus demotivates teachers to teach those skills. In interview session, some teacher mentioned that, they had to complete a huge syllabus within a very short time thus giving extra time to those skills which are not required seem unnecessary to them. They expected that there should be a balance of all four skills in a language course.

From question 8, it is found that 91.6% teachers believe that SSC and HSC exam systems are not appropriate for measuring all four skills of English including speaking and listening. However, 8.4% teachers think that SSC and HSC exams are appropriate to learn and teach all four skills including listening and speaking. Thus those exams are appropriate to measure both speaking and listening skills. However, from further query researcher found that 78% teachers believe that the assigned board book of English language for SSC and HSC level are also not up to the standard. They mentioned that the textbook also somehow encourage reading and writing excluding other two skills.

For question no 9, 76.5% teachers responded that through making mandatory use of speaking in class they can encourage their students to practice speaking. On the other hand, 5.5% teachers think that taking exam on those skills by the teachers would make them more motivated. However, rests of the 18% teachers are claiming that providing interesting materials for those skills will encourage their students more than any other thing. Thus it is clear that classroom or institutes' involvement is mandatory to encourage students to practice speaking more. According to majority of selected teachers the best way to encourage students is to make it mandatory to use.

In response to question 10, 74% teachers believed that by providing interesting materials on listening teachers can encourage their students more to practice listening whereas another group of teachers (36%) argued that taking exam would encourage students more to practice the skill. However, from both group it can be said that, appropriate materials have a great influence on students learning outcome thus teachers' little guidance and encouragement with appropriate materials can help a student to become more motivated to practice listening.

In response to question no 11, different teachers showed varied responses, where some are somewhat similar and some are far way different. For the first portion of the question 93% teachers said yes to the involvement of education ministry. They think that education ministry can reduce the problems of poor proficiency level in speaking and listening among BD students by their direct involvement. On the other hand, 7% teachers showed lack of confidence in education ministry's involvement. However, many of those teachers (76%) consider that education ministry have a lot of power and responsibility to set syllabus and exam system thus if they try to solve the problem it is possible to do so. They also suggested that education ministry could include both speaking and listening skills in all public exams as well as in the syllabus. 64% teachers suggested for 10% of total marks distribution under each of listening and speaking skills in all public exams. Another group of teachers (30.5%) argued for 40% of the total marks should be assigned for both listening and speaking in English second paper. Moreover, 5.5% teachers think that the distribution of total marks should be equally divided, which means each of all four skills should be weighted 25% of the total marks. However, those who doubted education ministry's involvements said, now making record on number of passed or GPA 5 students is a common practice thus more students get GPA 5 actually deserving number. So, it will not bring much difference in students real learning. Despite the minimal doubt and

optimistic assumption about the education ministry's action it is a common expectation of teachers that education ministry can bring a difference in the present scenario.

In responses to question no12, 73% teachers said institutes' involvement can reduce the problem. They said that institutes get its students ready for any public exams and their internal exams as well thus it can obviously bring a change through its upright involvement. On the other hand some teachers (27%) believe that involvement of institute might not be that successful because all private schools and colleges mostly run for profit thus they will not pay that much importance to students real learning over gaining certificates. However, it can be said from both groups responses analysis that, true involvement of educational institute and devotion for student real learning might reduce the problem in a great deal.

The last question's responses added a lot of insight to the study. Here most of the teachers tried to give a detail suggestion to the question that how an institute can offer solution to the problem. A teacher mentioned that institutes must recommend the ministry to include speaking and listening skills in all public exams because no matter how an institute tries students will not feel motivated to practice and learn those if those are not included in exam. He also mentioned that there should be an active language club in every college that will encourage students to join and have fun through practicing speaking and listening. Many of the teachers (12) said that institute should arrange classes for both listening and speaking skills. The materials should be as much interesting as possible at the beginning so that students fear of speaking reduced to minimum level. 6 teachers said that there should be exams on speaking and listening in every term like reading and writing. However, 5 teachers suggested exams on those skills once in a year. 32 teachers out of 36 suggested making it mandatory to use English language in class as well as in the campus to promote speaking and listening.

4.2 Findings from students' responses

In response to the first question of the survey, 38% students marked yes to the question that whether they were able to talk about their class work with their friends during SSC and HSC level or not. Another 38% students answered not much to the question. However, only 24% students said that they were not able to talk in English during their college level education. In the previous section 4.1 some teachers also pointed that during college level education very few student are capable of speaking in English in class or outside the class. Here it can be seen that out of 135 students only 52 students are confident about their speaking whereas 83 students were not confident enough about their speaking ability during that period.

In response to question 2, 30% of the target students marked that they never practiced speaking to improve their skill, whereas 42% students said that they did not practiced much to improve speaking skill. However from students overall responses it can be assumed that those who said they did not practice speaking much they basically did never practiced for the sake of skill development but for some necessity. On the other hand 7% of the total students said that they practiced once in a week and some (3%) said once in a month. Only 18% of the total students said that they practiced every day. Thus it can be said from students' responses that the proportion of students who regularly practiced speaking during intermediate level is very insignificant.

From the responses to question 3, a very positive data is found that is, 77% students like to practice speaking. Only 3% students said they did not liked at all practicing speaking, whereas 20 % students mentioned "not much" as the answer to the question. From the findings it can be assumed that most of the students like to practice speaking in a positive environment.

In question no 4, most of the students mentioned that they did not practise or did not liked to practise speaking because that was not included in exams syllabus during intermediate level. Almost 50% students responses that they were not motivated to practice speaking because it was not included in any exam. 30% students did not practice speaking because of unavailability of friends or partner to practice with. Moreover, 8% students pointed the absence of real life use of speaking during their intermediate level. On the other hand 12% students pointed lack of encouragement from their teachers, parent, relatives and friends. Since these skills are not included in exam in intermediate level students do not need to use outside the class and in real life situation. So, from the finding we can be said that taking speaking exam can boost students' motivation to practice more.

In response to question 5, 92% students said that they never had exams on speaking during their school or college level. On the other hand, 3% students said that in every term they use to have speaking test along with other two skills and 5% students pointed that they use to have an exam on speaking once in a year. After further query, researcher found out that those who mentioned that they had annual speaking test was basically organized by a club of an institute. The club use to offer the test to its members but not for all students of that educational institute. The researcher also found that students of that club who participated in the survey are very happy with the club and relatively confident about their speaking skill.

From responses to question 6, researcher found that a good number of students during their school and college level practice listening. According to the responses, 38% students practise listening every day, 28% students practice listening several times a week, 8% students practice at least once a week and 15% of the students practice listening several times a month.

Only 17% of the total students pointed that they never practice listening during their school or college level education.

In response to question 7, 74% students marked that they enjoy practicing listening and only 11% students marked that they do not enjoy practicing listening. Among 135 students, 22 students said that they do not like much to practice listening which is 15% of the total students. Listening is a receptive skill thus the fear might remain low here to practice. Moreover, most of the students mentioned that they used to practice listening in a very informal or casual setting with interesting materials like songs, movies etc. According to the survey findings 76% students during their intermediate level practice listening through English songs, 9% students listen or watch BBC or other English news, 12% students watch English movies and only 3% students practice listening through listening their teachers lecture in class. However, no participant student mentioned that they used different web materials to practice listening to improve their skill. However, from the findings it can be said that most of the students here might listen to songs, dialogues, and watch movies out of pleasure but not for the sake of improving listening skill. Besides, they do not know about the web materials which are absolutely free in most of the cases.

From question 8, researcher found that most of the students do not like practicing listening because there is no real-life purpose to do so. Among the students who did not like to practice listening 25% marked that there is no exam on listening, thus they did not like to practice that skill. On the other hand, 22% students mention the absence of real life use of the skill, 34% students blamed teachers' guidance and rest of the 17% students accused encouragement of others as the reason for their disliking towards listening. Here the largest proportion of the

students group marked teachers' guidance as the main reason that influences their liking towards listening practice.

From the responses of question 9, researcher found a shocking outcome. She found that 100% students said they never had any exam on listening. No private or government school or college offer listening exam for its students. From the previous questions responses it is found that not only absence in exams syllabus but also absence of direct guidance on listening is a great challenge that students face to become more proficient in the skill.

In response to question 10, 96% students admitted that they had enough practice of reading and writing during SSC and HSC level because those skills were included in their all exams and syllabi. 38% of the students strongly agree to the statement and 58 students simply agree to the statement. On the other hand only 4% of the students do not agree to the statement.

In response to question 11, it is found that 92% students agree to the statement that they did not have enough practice of speaking and listening during intermediate level because those were not included in any exam syllabus. However, 40% students strongly agree, 52% agree, 6% students disagree and 2% students strongly disagree to the statement. From the responses it is clear that to remain motivated to practice speaking and listening exam would help those students in a great way if those were included in exam syllabus.

From the responses to question 12, it is found that 91% students acknowledged that if there were exams on both speaking and listening they would have practiced more on those skills, whereas 9% students denied that exam would motivate them to practice more.

In response to question 13, 95% students admitted that exams work as a driving force to study or practice more. Thus it shows that good result or grades is a very influential factor for students so, they work really hard before any exams than any other period of time.

From the response of question 14, a very contradictory result is found to questions 11 and 12. It is found that very few students are on the side of taking exams on speaking and listening by different educational institutes (school & college). Only 7% students think institute should include exams on speaking and listening and 31% students thinks public examination should include those skills. Moreover, 16% students suggested for extra classes on speaking and listening in their educational institutes. On the other hand, 46% students marked that mandatory use of English in class would work better for their improvement and more practice .However, the conflicting outcome of these two results might indicate that those students know that exam would help them a lot for more practice and better proficiency level but that will bring some extra pressure too. The fear of having bad grades due to poor speaking and listening score might be another reason for this outcome.

In response to question 15, 50% students said yes to the presence of speaking and listening assessment in SSC and HSC exams. Those who said yes justified their answer by showing the importance of good speaking abilities in future life. They think that including speaking and listening in public exams will encourage teachers to teach those skills and encourage students to practice more to have good grades. However, those who oppose that those skills should not be included in public exams, mostly pointed that it will put extra pressure on them thus many students will fail in the exam or come up with bad grades. Besides, some students mentioned that assessment will not work much rather mandatory use in class would work better.

Lastly, one of the major observation of the researcher from the students overall response is that there is far difference between responses of students of Dhaka and responses of students outside Dhaka region. Even teachers outside Dhaka region are not as concern about the issue as teachers of Dhaka region are. The interest to learn speaking and listening is relatively low in suburban areas than urban areas. Thus proper care should be taken to uplift the scenario there.

4.3 Answer to the central research questions from findings

1. Is there any correlation between public exams (SSC and HSC) and students' proficiency level in speaking and listening?

Answer: From the participant' responses it is found that there is a strong positive correlation between public exams and students proficiency level in speaking and listening. Many students and teachers pointed that students tend to work harder when they have exams than when they do not have any. Moreover, 94.4% teachers and 96% students admitted that students have enough reading and writing practice because those are included in all public and institutional exams. However, 94.4% teachers and 92% students agreed that students do not practice speaking and listening because those are not included in SSC and HSC exams. Besides, 91% students said that they would have practiced speaking and listening more if those were included in all public exams. After analyzing both participants responses it is clear that students give more importance to those skills which are included in public exams whereas when public exams exclude any skill students also avoid practising that skill. So, it can be said that there is a strong positive correlation between public exams (SSC & HSC) and students poor proficiency level in speaking and listening skills.

2. What are the possible ways to solve the problems?

Answer: Significant number of teachers and students suggested addition of speaking and listening in all public exams to solve the problem. Moreover, mandatory use of English inside or outside the classes is also trusted to be a possible way to lessen the problem. Furthermore, institutes involvement, such as adding speaking and listening classes, taking exams, creating language club for students also marked as possible solution for the problem.

Chapter 5

CONCLUSION

5.0 Introduction

Most of the languages of this world have four basic skills; those are speaking, writing, reading and listening. Without knowing all four skills a language user will not be able to express all his thoughts and also will not be able to fulfill all his communication demands. Ignoring one of those skills means ignoring one of the basic parts of the language. However, English is an international language; it has extra importance all over the world. Bangladesh is not different from those countries. Our country made English as a compulsory subject from the very beginning level of primary education. It is a compulsory course till higher studies here. Unfortunately though students' starts learning the language from very early age, they can not speak properly in most of the cases even after their intermediate level. It is an old saying that practice makes a man perfect, then why those students do not practice more on speaking and listening to have better proficiency level on those skills is a question of thinking. Thus the researcher tried to find out the reason that why students do not try to learn those skills appropriately. To find out the reason researcher used three basic research questions those are-

- Why students of Bangladesh do not practice Speaking and listening to become proficient on those skills during their SSC and HSC level.
- Does exam system play any crucial role there?
- What would be possible solution to this problem?

To explore the answers of these research questions, 17 colleges were chosen based on researcher convenience. Minimum two teachers from each college took part in the survey and interview

session with the researcher. On the other hand Intermediate level students were selected to participate in the survey to provide their valuable response to researcher's query. Again here, researcher chosen different institute to get students based on her convenience. From each institute at least 7 students participated in the survey. Teacher's survey questions to collect data from teachers, researcher used 13 questions in the survey questionnaire with further oral interview based on teachers' responses. On the other hand, students' survey questionnaire consists of 15 questions to collect students' responses. However, after collecting all data, researcher had shown results both in descriptive manner and in graphical representation.

5.1 Summary of the findings

In our country most of the Bangla medium intermediate level students have poor proficiency level. The common response to this poor proficiency level by teachers and students are "it is due to lack of practice". After in depth analysis of the problem and its core reason it is found that the problem starts from exam syllabus or exam itself. Teachers try to follow given syllabus to make sure his/her students better result. Besides there is a time constrain to complete the given syllabus thus even if they want to teach something more that doesn't come true. On the other hand, students give more importance to those skills which are included in the syllabus and try to avoid topics which are less important for the exam. Here, it is observed that students are more prone to shortcut for good grades. Thus practicing speaking and listening which are not in the syllabus might seem as an unnecessary activity for those students. However, some students and teachers said that students practice reading and writing more because those are included in the syllabus Furthermore many students mentioned that if listening and speaking skills were

included in their exam syllabus they would have practiced more on those skills. Both teachers and students agreed that different educational institute can come forward to solve the problem. Institute like college and schools can offer exams on speaking and listening in all term exam or it can be annual. Moreover, making mandatory use of English in class or outside the class can be of great help. Besides different institute may organize active language club where students will get chance to practice and use those skills with fun. However the key role should be taken by the education ministry. Education ministry can actively take part in changing the situation by including those skills in exam syllabus and putting a quality percent of marks on those skills.

5.2 Contributions to research

Since speaking and listening are two basic language skills all learners should learn it properly along with reading and writing. This study will draw attention of many researchers that only learning two skills (reading and writing) is not enough rather this is an incomplete learning. To foster learning English as a complete language with all four skills authority should include speaking and listening in exam syllabus too. In the study, researcher has given many experienced teacher's views and suggestion from which researchers would get many information and insight on this topic. However there are very few study have been conducted on this issue on Bangladeshi context thus new researchers would use it as an authentic piece of literature.

5.3 Practical implementation

After reading the dissertation authorities of different educational institute can get ideas that how some institute made an exception to uplift the situation and implement the strategy in their institute too. Different college or schools can arrange a set of new technologies and support for their students qualitative development. Besides, teacher can get information about students' real demand and based on that teachers can reshape their teaching style, materials and other things.

5.4 Recommendation

Based on the findings following suggestion can be followed to reduce or eradicate the problem of poor proficiency level in English speaking and listening skills among intermediate level students-

- Education ministry can include speaking and listening in all their public exams. They can include at least 10-20% of marks for each of speaking and listening skills. Another way of distributing marks can be 25% of marks for each of the four skills.
- Education ministry can make it mandatory to set exams for those skills by all schools and colleges and decide on the marks distribution for them too.
- Different schools and colleges can add extra classes for speaking and listening skills regularly. Moreover, schools and colleges can create an active language club for its students to foster learning.
- Teachers can make it mandatory to use English language both inside class and outside the class. Moreover, teachers can provide interesting materials for students to encourage

them practice those skills.\besides they can let their students know that there are many web materials available to practice those skills which are completely free.

- Parents can encourage their child to practice English speaking with them and other members of the family.
- Students can deliberately make peers to practice speaking both in campus and outside campus.

5.5 Further studies

This study covered only very few districts of Bangladesh based on researcher's convenience, further research can be done on more representative districts from every division of Bangladesh to get more accurate scenario. Besides, the study focused on intermediate level students only, where fresher of private universities were mainly targeted. Further study can be conducted on both Public and private universities' fresher. On the other hand this study mainly included experienced teachers' and students' responses thus further study can include both authorities of different educational institutes and education ministry's view on this matter.

5.6 Conclusion

Since speaking and listening are two basic language skills all learners should learn it properly along with reading and writing. Only learning two skills (reading and writing) is not enough rather this is an incomplete learning. To foster learning English as a complete language with all four skills schools and colleges' authorities should include speaking and listening in exam syllabus too. In the study, researcher has given many experienced teacher's views and suggestion to the education ministry to change the situation thus education ministry can get help

or suggestion from it. A teacher pointed that no matter how they try to encourage students to practice more those skills they will not feel motivated until or unless those will be included in all public and institutional exams. It is believed by teachers and students that education ministry can solve the problem with their active involvement. They can introduce speaking and listening to all public exams as well as make it mandatory to include those skills in different institutional exams too. Moreover, in the study students suggestion and responses would help teachers to shape their teaching style based on students' actual need and interests. However, our environment is not always friendly enough to those who try to practice speaking rather somehow criticize their efforts. Moreover, we often see, our elder relatives discourage us talking in English with them because they perceive it as arrogance or discourtesy. The perception should be changed to change the scenario since speaking skill is the most important medium of communication(Matin, 2012).

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Appendix 1

Teacher's Survey Questionnaire

Please feel free to comment if you have any.

Name:

Institute's Name:

1. Why most of the students in BD have poor proficiency level in speaking and listening during their SSC and HSC level?

- ☐ Lack of motivation
- ☐ Lack of practice
- ☐ No exam on speaking & listening
- ☐ No guidance of their teacher
- ☐ Teacher's Lack of expertise
- ☐(if others, please specify)
- ☐

2. In Bangladeshi context, why students lack motivation to practice speaking during their SSC and HSC level?

- ☐ There is no practical use during that period
- ☐ No exams on those skills
- ☐ They feel shy
- ☐ They do not find peer to practice
- ☐

-(if others please specify)
- 3. What motivates students to study more?
 - Coming Exam
 - Grades /result
 - Parents happiness
 - Teachers encouragement
 - Self satisfaction
 -(please specify)
- 4. Do you agree that, students often tend to work harder when they have exams than when they do not have any?
 - Strongly agree
 - Agree
 - Disagree
 - Strongly Disagree
- 5. Do you agree that, students practice writing & reading more because those are included in every exams?
 - Strongly agree
 - Agree
 - Disagree
 - Strongly disagree

6. Students do not practice speaking and listening because those are not included in their exams.
- Strongly agree
 - Agree
 - Disagree
 - Strongly Disagree
7. Teachers do not teach speaking and listening because----
- Not included in the syllabus
 - Lack of time
 - Not required in any public exam
 - Other.....(please specify).
8. Is the assessment policy of English language in SSC and HSC appropriate for students to learn all four skills including listening and speaking?
- Yes
 - No
 - Others.....(please specify).
9. How can a teacher encourage students to practise speaking?
- Taking Exam
 - Providing interesting materials
 - Making mandatory use of English speaking in class
 -(please specify)

10. How can a teacher encourage his/her college level students to practise listening?

- Taking exams
- Providing interesting materials
- Other.....(please specify)

11. Do you think that, education ministry should take any initiatives to solve the problem?

Why and how?

Ans:

12. Can an institute's involvement reduce the problem? How?

Ans:

13. What an institute can offer to solve the problem?

Ans:

Appendix 2

Survey Questionnaire

(For students)

Please feel free to write comment if you have any.

1. Were you able to talk about your class with your friends or teacher when you were in college? যখন কলেজে পড়তেন আপনি কি ক্লাস এর পড়াসম্পর্কে সহপাঠীদের সাথে ইংরেজীতে কথা বলতে পারতেন?
ন?
 - ☐ Yes
 - ☐ Not much
 - ☐ No
2. When you were in school or college how often you practiced speaking? যখন স্কুল/কলেজে পড়তেন কতবার ইংরেজীতে কথা বলার চর্চা করতেন?
 - ☐ Once a week
 - ☐ Once a month
 - ☐ Not that often
 - ☐ Everyday
 - ☐ Never
3. Did you enjoy practicing speaking? আপনার কি ইংরেজীতে কথা বলার চর্চা করতে ভাল লাগতো?
 - ☐ Yes
 - ☐ Not much
 - ☐ No

4. If not then why didn't you enjoy practicing speaking? কেন ভাল লাগতোনা?

- ☐ There was no exam on speaking
- ☐ There was no friend to practise
- ☐ There was no real life use
- ☐ Nobody encourage
- ☐ Others.....(please specify)

5. Was there any assessment on speaking skill in your school &

college? আপনার স্কুল/কলেজে কি ইংরেজীতে কথাবলার উপর কোন পরীক্ষা পদ্ধতি ছিল?

- ☐ Yes, once a year
- ☐ Yes, in every term
- ☐ Yes, in every week
- ☐ Never

6. How often did you practise listening when you were in SSC or HSC level? যখন স্কুল/

কলেজে পড়তেন কতবার ইংরেজী কথামোনার বলার চর্চা করতেন?

- ☐ Everyday
- ☐ Once a week
- ☐ Many times a week
- ☐ Many times a month
- ☐ Never

7. Did you enjoy practising listening? আপনার কি ইংরেজীতে কথামোনার চর্চা করতে ভাল লাগতো?

8. Why didn't you enjoy listening practise?

- ☐ Yes

☐ Not much

☐ No

9. Was there any assessment on listening skill in your school &

college? আপনার স্কুল/কলেজ কি ইংরেজীতে কথাসোনার উপর কোন পরীক্ষা পদ্ধতি ছিল?

☐ Yes, once a year

☐ Yes, in every term

☐ Yes, in every week

☐ Never

10. Do you agree that, you had enough practice in writing because it was included in every

exam? এব্যাপার কি আপনি একমত হবেন যে, আপনার ইংরেজিতে লেখার যথেষ্ট চর্চা ছিল একারণে যে এটি সব সময় পরীক্ষায় অন্তর্ভুক্ত ছিল?

☐ Strongly agree

☐ Agree

☐ Disagree

☐ Strongly Disagree

11. Do you think that, you lack enough practise in speaking & listening because those were

absent in exams? আপনি কি মনে করেন যে,

ইংরেজিতে কথাবার্তার/শোনার যথেষ্ট চর্চা নেই/ছিল না কারণ ওগুলো পরীক্ষায় অন্তর্ভুক্ত ছিল না?

☐ Strongly Agree

☐ Agree

☐ Disagree

☐ Strongly Disagree

12. If there were exams on speaking and listening in SSC & HSC would you practice more on those skills and become more

proficient? যদি এস.এস.সি এবং এইচ.এস.সি পরীক্ষায় ইংরেজী বলা ও শোনা অন্তর্ভুক্ত হত আপনি কি আরো চর্চা করতেন এবং আরো দক্ষ হতেন?

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

13. Do exam works as a driving force to you to work

harder? পরীক্ষা কি আপনাকে আরো বেশি পড়তে উতসাহিত করে?

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

14. What could be the possible ways to help students increase/ boost their proficiency level in speaking and listening during SSC and HSC level? ছাত্র-

ছাত্রীদের ইংরেজী বলা ও শোনার দক্ষতা বৃদ্ধির কি পদ্ধতি অবলম্বন করা যেতে পারে?

- ☐ Institute may add speaking & listening exam
- ☐ Institute may add speaking & listening class
- ☐ Public exam may add speaking and listening
- ☐ Mandatory use of English speaking in class

- Others.....(please specify)

15. Do you think that listening and speaking should be included in SSC & HSC exam? Please mention why and why

not?আপনিকিমনেকরেনযেএস.এস.সিওএইচ.এস.সিপরীক্ষায়ইংরেজিবাওশোনারঅন্তর্ভুক্তিকরাউচিত?

কেন/কেননয়?

Ans:

Appendix 3

Teacher's response

Q1.	Why most of the students in BD have poor proficiency level in speaking and listening during their SSC and HSC level?	
		<p>Lack of practice =38.4%</p> <p>Lack of Motivation</p> <p>No exam on speaking and listening-53.8%</p> <p>No guidance of their teacher</p> <p>Teacher's lack of expertise=7.8%</p> <p>Others:</p>
Q2.	In Bangladeshi context, why students lack motivation to practice speaking during their SSC and HSC level?	
		<p>There is no practical use during that period- 30.8%</p> <p>No exams on those skills-38.5%</p> <p>They feel shy- 7.6%</p> <p>They do not find peer to practice-15.5</p> <p>Other:</p> <p>Motivation from family- 7.6%</p>
Q3.	What motivates students to study more?	

		<p>Coming Exam- 38.5%</p> <p>Grades /result – 38.5%</p> <p>Parents happiness</p> <p>Teachers encouragement -23%</p> <p>Self satisfaction</p>
Q 4.	Do you agree that, students often tend to work harder when they have exams than when they do not have any?	
		<p>Strongly agree-38.8%</p> <p>Agree- 53.8%</p> <p>Disagree</p> <p>Strongly Disagree- 7.4%</p>
Q5.	Do you agree that, students practice writing & reading more because those are included in every exams?	
		<p>Strongly agree- 46.2%</p> <p>Agree- 46.2%</p> <p>Disagree</p> <p>Strongly Disagree- 7.6%</p>
Q6.	Students do not practice speaking and listening because those are not included in their exams.	

		<p>Strongly agree- 46.2%</p> <p>Agree- 46.2%</p> <p>Disagree-7.6%</p> <p>Strongly Disagree-</p>
Q7.	Teachers do not teach speaking and listening because----	
		<p>Not included in the syllabus-30.7%</p> <p>Lack of time</p> <p>Not required in any public exam-53.8%</p> <p>Other-</p> <p>Lack of teacher's expertise- 7.5%</p> <p>Lack of favorable atmosphere- 7.5%</p>
Q8.	Is the assessment policy of English language in SSC and HSC appropriate for students to learn all four skills including listening and speaking?	
		<p>Yes-30.7%</p> <p>No-61.6%</p> <p>Other-</p> <p>Text books are not up to the standard- 7.6%</p>
Q9.	How can a teacher encourage students to practise speaking?	
		<p>Taking Exam-7.5%</p> <p>Providing interesting materials-15.5%</p> <p>Making mandatory use of English speaking in class-77%</p>

Q10.	How can a teacher encourage his/her college level students to practise listening?	
	Taking exams-38.5% Providing interesting materials-61.5% Other.....(
Q11.	Do you think that, education ministry should take any initiatives to solve the problem? Why and how?	
	Yes-93% No May be 7%	Education ministry should add 10-20 marks for speaking and listening in all public exams. Beside, speaking and listening should be included in the syllabus from class (VI).
Q12	Can an institute's involvement reduce the problem? Why you think so?	
	Yes-77% No-15.5% Not Sure/May be-7.5%	Institutes actually makes it's students ready for the public and other exam so, if they come forward students will definitely learn those skills from there.
Q13	What an institute can offer to solve the problem?	
	Institute can include those skills in their syllabus and add extra classes for those skills with interesting materials. Moreover, they can set exams for those skills thus students take that seriously.	

Appendix 4

Students Response:

Q1	Were you able to talk about your class with your friends or teacher when you were in college?	
	Yes-38% Not Much-38% No-24%	Remarks:
Q2.	When you were in school or college how often you practiced speaking?	
	One a week-7% Once a month-3% Not that often-42% Every day-18% Never-30%	Those who mentioned “not much” they never practiced for the sake of improving the skills but in some exceptional case they used that.
Q3.	Did you enjoy practicing speaking?	
	Yes-77% No-3% Not much-20%	Those who mentioned “not much” are actually not enough motivated to practice speaking because of their lack of expertise but aware of its necessity.
Q4.	If not then why didn't you enjoy practicing speaking?	
	*There was no exam on speaking- 50% *There was no friend to practice-30%	

	<p>*There was no real life use- 8%</p> <p>*Nobody encourage -12%</p> <p>*Others-</p>	
Q5.	Was there any assessment on speaking skill in your school & college?	
	<p>Yes, once a year-5%</p> <p>Yes, in every term-3%</p> <p>Yes, in every week</p> <p>Never- 92%</p>	Some students said that their institute had language club which use to arrange an exam on speaking once a year for its member only.
Q6.	How often did you practise listening when you were in SSC or HSC level?	
	<p>Everyday- 38%</p> <p>Once a week-16%</p> <p>Many times a week-24%</p> <p>Many times a month-7%</p> <p>Never-15%</p>	Most of the students are habituated to listen English songs and watch English movies thus they often practiced listening.
Q7.	Did you enjoy practising listening?	
	<p>Yes-58%</p> <p>Not much-31%</p> <p>No -11%</p>	
Q8.	Why didn't you enjoy listening practise?	
	No exam on listening-25%	

	<p>No practical use-22%</p> <p>Nobody encourage- 17%</p> <p>No guidance from teacher-36%</p>	
Q9.	Was there any assessment on listening skill in your school & college?	
	<p>Yes, once a year</p> <p>Yes, in every term</p> <p>Yes, in every week</p> <p>Never-100%</p>	
Q10	Do you agree that, you had enough practice in writing because it was included in every exam?	
	<p>Strongly agree-38%</p> <p>Agree-58%</p> <p>Disagree-4%</p> <p>Strongly Disagree</p>	
Q11	Do you think that, you lack enough practise in speaking & listening because those were absent in exams?	
	<p>Strongly agree- 40%</p> <p>Agree-52%</p> <p>Disagree-6%</p> <p>Strongly Disagree-2%</p>	

Q12.	If there were exams on speaking and listening in SSC & HSC would you practiced more on those skills and become more proficient	
	Strongly agree-49% Agree- 42% Disagree-4% Strongly Disagree-5%	
Q13	Do exam works as a driving force to you to work harder?	
	Strongly agree- 62% Agree-33% Disagree -2% Strongly Disagree-3%	
Q14.	What could be the possible ways to help students increase/ boost their proficiency level in speaking and listening during SSC and HSC level?	
	*Institute may add speaking & listening exam-7% *Institute may add speaking & listening class-16% *Public exam may add speaking and listening-31% *Mandatory use of English speaking in class-46% Others	
Q15.	Do you think that listening and speaking should be included in SSC & HSC exam? Please mention why and why not?	
	Yes- 50%	

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	No-33%	
	Not Sure- 17%	